

FAIRFAX ELEMENTARY

734 14th Street
Fairfax, SC 29827

GRADES PK-6 Elementary School

ENROLLMENT 402 Students

PRINCIPAL Buren Martin 803-632-2536

SUPERINTENDENT Paula L. Harris 803-584-4603

BOARD CHAIR Artheen Hoover 803-584-3366

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| | | | | |
|-----------|------|---------|---------------|----------------|
| Excellent | Good | Average | Below Average | Unsatisfactory |
| 4 | 10 | 57 | 48 | 4 |

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

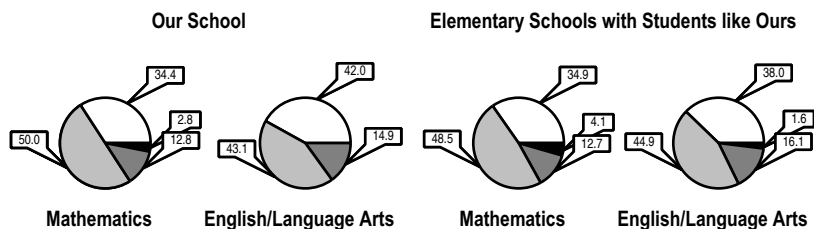
FOR MORE INFORMATION, VISIT WEBSITES AT:




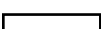
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Below Average | Excellent | N/A |
| 2002 | Average | Average | N/A |
| 2003 | Average | Below Average | No |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--|-----------------|-----------------|----------------|
| Number of surveys returned | 33 | 42 | 35 |
| Percent satisfied with learning environment | 93.8% | 68.3% | 70.6% |
| Percent satisfied with social and physical environment | 93.8% | 57.1% | 70.6% |
| Percent satisfied with home-school relations | 90.3% | 78.6% | 55.9% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 205 | 99.5 | 42.0 | 43.1 | 14.9 | N/A | 14.9 | 17.6 |
| Gender | | | | | | | | |
| Male | 101 | 99.0 | 40.2 | 47.1 | 12.6 | N/A | 12.6 | 17.6 |
| Female | 104 | 100.0 | 43.6 | 39.4 | 17.0 | N/A | 17.0 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 15 | 100.0 | 30.8 | 23.1 | 46.2 | N/A | 46.2 | 17.6 |
| African-American | 189 | 99.5 | 42.9 | 44.6 | 12.5 | N/A | 12.5 | 17.6 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 157 | 99.4 | 40.1 | 40.9 | 19.0 | N/A | 19.0 | 17.6 |
| Disabled | 48 | 100.0 | 47.7 | 50.0 | 2.3 | N/A | 2.3 | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 205 | 99.5 | 42.0 | 43.1 | 14.9 | N/A | 14.9 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 205 | 99.5 | 43.2 | 41.5 | 15.3 | N/A | 15.3 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 192 | 99.5 | 44.4 | 42.0 | 13.6 | N/A | 13.6 | 17.6 |
| Full-pay meals | 13 | 100.0 | 9.1 | 54.5 | 36.4 | N/A | 36.4 | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|------|------|------|-----|------|------|
| Mathematics | | | | | | | | |
| All students | 205 | 100.0 | 34.4 | 50.0 | 12.8 | 2.8 | 15.6 | 15.5 |
| Gender | | | | | | | | |
| Male | 101 | 100.0 | 31.4 | 53.5 | 11.6 | 3.5 | 15.1 | 15.5 |
| Female | 104 | 100.0 | 37.2 | 46.8 | 13.8 | 2.1 | 16.0 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 15 | 100.0 | N/A | 53.8 | 38.5 | 7.7 | 46.2 | 15.5 |
| African-American | 189 | 100.0 | 37.1 | 49.7 | 10.8 | 2.4 | 13.2 | 15.5 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 157 | 100.0 | 29.2 | 50.4 | 16.8 | 3.6 | 20.4 | 15.5 |
| Disabled | 48 | 100.0 | 51.2 | 48.8 | N/A | N/A | N/A | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 205 | 100.0 | 34.4 | 50.0 | 12.8 | 2.8 | 15.6 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 205 | 100.0 | 35.2 | 48.9 | 13.1 | 2.8 | 15.9 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 192 | 100.0 | 36.3 | 50.6 | 10.1 | 3.0 | 13.1 | 15.5 |
| Full-pay meals | 13 | 100.0 | N/A | 45.5 | 54.5 | N/A | 54.5 | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | 46 | N/A | 13.6 | 65.9 | 20.5 | N/A | 20.5 |
| | Grade 4 | 54 | N/A | 51.0 | 41.2 | 7.8 | N/A | 7.8 |
| | Grade 5 | 53 | N/A | 34.6 | 53.8 | 11.5 | N/A | 11.5 |
| | Grade 6 | 44 | N/A | 32.6 | 51.2 | 16.3 | N/A | 16.3 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 54 | 100.0 | 31.9 | 48.9 | 19.1 | N/A | 19.1 |
| | Grade 4 | 41 | 100.0 | 16.2 | 64.9 | 18.9 | N/A | 18.9 |
| | Grade 5 | 58 | 98.3 | 65.4 | 28.8 | 5.8 | N/A | 5.8 |
| | Grade 6 | 52 | 100.0 | 46.7 | 35.6 | 17.8 | N/A | 17.8 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| Mathematics | | | | | | | | |
|-------------|---------|-----|-------|------|------|------|-----|------|
| 2002 | Grade 3 | 46 | N/A | 31.8 | 47.7 | 20.5 | N/A | 20.5 |
| | Grade 4 | 54 | N/A | 54.9 | 35.3 | 5.9 | 3.9 | 9.8 |
| | Grade 5 | 53 | N/A | 51.9 | 40.4 | 5.8 | 1.9 | 7.7 |
| | Grade 6 | 44 | N/A | 32.6 | 41.9 | 20.9 | 4.7 | 25.6 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 54 | 100.0 | 36.2 | 53.2 | 8.5 | 2.1 | 10.6 |
| | Grade 4 | 41 | 100.0 | 13.5 | 62.2 | 16.2 | 8.1 | 24.3 |
| | Grade 5 | 58 | 100.0 | 47.1 | 47.1 | 5.9 | N/A | 5.9 |
| | Grade 6 | 52 | 100.0 | 35.6 | 40.0 | 22.2 | 2.2 | 24.4 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 402) | | | | |
| First graders who attended full-day kindergarten | N/A | N/A | N/A | N/A |
| Retention rate | 4.8% | Down from 8.2% | 2.8% | 2.4% |
| Attendance rate | 94.7% | Down from 95.4% | 95.5% | 95.9% |
| Meeting grade 1 and 2 readiness standards | N/A | N/A | N/A | N/A |
| Eligible for gifted and talented | 3.7% | Down from 7.5% | 5.5% | 13.2% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 8.4% | Down from 12.7% | 7.8% | 8.0% |
| Older than usual for grade | 3.7% | Down from 4.9% | 2.7% | 1.1% |
| Suspended or expelled | 9.7% | Up from 0.0% | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|-----------|-------------------|-----------|-----------|
| Teachers (n= 29) | | | | |
| Teachers with advanced degrees | 31.0% | Down from 32.3% | 46.2% | 50.0% |
| Continuing contract teachers | 93.1% | Up from 90.3% | 78.3% | 85.3% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 78.4% | Up from 71.6% | 79.8% | 86.2% |
| Teacher attendance rate | 93.5% | Down from 97.0% | 95.0% | 95.3% |
| Average teacher salary | \$37,477 | Up 3.3% | \$38,063 | \$39,909 |
| Prof. development days/teacher | 15.9 days | Up from 13.8 days | 13.5 days | 11.4 days |

| | | | | |
|------------------------------------|-----------|---------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 3.0 | 4.0 |
| Student-teacher ratio | 11.6 to 1 | Down from 12.9 to 1 | 17.0 to 1 | 18.9 to 1 |
| Prime instructional time | 85.7% | Down from 89.8% | 88.5% | 89.7% |
| Dollars spent per pupil* | \$8,682 | Up 11.4% | \$6,725 | \$5,892 |
| Percent spent on teacher salaries* | 55.4% | Down from 57.9% | 63.9% | 66.6% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | no | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-03 school year began with Fairfax Elementary School accepting a second Palmetto Achievement Award. Our school continues to move upward on the PACT from "Unsatisfactory" in 2000 to "Below Average" in 2001 to "Average" in 2002. These results are due to a stable faculty (very small "turnover" rate) that works hard with a focus on the PACT itself. At the same time we have offered our students a fine arts program that is unmatched by any school in the region. Our students participate in musical theatre productions, chorus, band, steel drum ensembles, and hand bell choirs. The school's visual arts teacher has motivated her students to produce scores of original paintings, water colors, and sculpture which have been on constant display in the lobby and on hallway walls. Our K-4 and K-5 students have participated in the four-play Patchwork Players season, enhancing their educational experience through the arts. Seven of our "regular classroom" teachers attended a week of in-service this summer to learn more about integrating the arts into the classroom as a way of enhancing learning in the core curricular subjects. We have had three years of success. Fairfax Elementary will continue to move up.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.